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ABSTRACT

An annotated bibliography on minimum competency testing is arranged by subtopics: overview: basic skills: compensatory education: competencies: cost effectiveness: curriculum: district programs: graduation requirements: handicapped students: legal aspects: readiness: reading: writing: state programs: teacher education: tests: math; and testing. Journal articles, conference papers, reports, books, Educational Resources Information Center (ERIC) documents, state department of education standards, and tests are among the publications cited. (MH)

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COMPETENCY TESTING
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COMPETENCY TESTING
ANNOTATED BIBLIOGRAPHY

Overview

American Association of School Administrators. The competency movement: Problems and solutions. Arlington, Virginia: American Association of School Administrators, 1978.

Includes following topics: What is the competency movement? What do administrators think? Reasons behind movement; Declining test scores; Facts and figures; National assessment can help; What's happening in states; In local districts; Tips and guidelines; What are the basics?

American Friends Service Committee. A Citizen's Introduction to Minimum Competency Programs for Students. Columbia, S. C., 1978.

The first part of this report is a question-and-answer survey of minimum competency legislation, testing programs, and remedial programs. The second part presents selected readings covering a wide spectrum of political and professional opinions.

Amundson, E.H. What is the back to basics movement? Paper presented at the Annual Meeting of the American Association of School Administrators, (Atlantic City, New Jersey, February 20-23, 1976). ED 122 446

Covers the history of the "back to basics" movement, some of the practices that have helped create the movement, an alternative view of what is "basic" in education, and some of the over-simplifications and possible adverse consequences that might result from an unbridled back-to-basics movement.

Beyer, B.K. Back to basics: Actions speak louder than words. NASSP Bulletin, V. 62, No. 420, October, 1978.

Discusses diversionary and negative responses to the "back to basics" movement and includes six guidelines for a positive approach to teaching reading and writing.

Bossone, R.M. and Troyka, L.Q. Proceedings of the national conference on minimum competencies: Trends and issues. New York: Center for Advanced Study in Education, City University of New York, March 4, 1977.

Includes papers of 5 participants and conference summation. Appendices include Education Commission of the States Update IV and two papers regarding the Hart Bill of California.

Bracey, G.W. Some reservations about minimum competency testing. Phi Delta Kappan, V. 59, No. 8, April, 1978.

Critique of Robert Ebel's "The Case for Minimum Competency Testing" (Phi Delta Kappan, April, 1978). Tests showing declines do not reflect shifts in curriculum objectives. Competency testing will only exacerbate the disaffection that now characterizes the American psyche.

Branch, J.S. and Branch, C.V. Behind minimum competency testing: Logic or mislogic? NASSP Bulletin, V. 62, No. 420, October, 1978.

Includes an analysis of several assumptions related to competency testing; Summary and implications.

Overview (continued)

Brickell, H.M. Let's talk about.... Minimum competency testing. Denver: Education Commission of the States, May, 1978.

Contains eight discussion guides with questions and answers (whether competency testing? What competencies? How measured? When measured? How many minimums? How high the minimums? For schools or students? What to do with the incompetent?).

Britell, J.K. Competency and excellence: The search for an egalitarian standard the demand for a universal guarantee. Paper presented at the American Educational Research Association Topical Conference (Washington, D.C., October 12, 1978).

Traces the evolution of the present demand for a standard of minimum competence and discusses the topic; "The school's obligation: Competence or excellence?"

Brodinsky, B. Back to the basics: The movement and its meaning. Phi Delta Kappan, V. 58, No. 7, March, 1977.

Definition of "back to basics"; describes cause of movement; review of programs; role of state agencies and legislatures.

Bunda, M. A. Competency-Based Graduation Requirements: A Point of View. ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N. J., 1978.

Three areas of concern for those considering competency-based graduation requirements are discussed: (1) What is involved in implementing a competency-based graduation requirement? (2) What is the effect of the new requirements on school practices? (3) What are the financial and legal aspects?

Carroll, J.B. and Chall, J.S., Editors. Toward a literate society: The report of the committee on reading of the National Academy of Education. New York: McGraw-Hill Book Company, 1975.

In addition to the Committee report, contains eleven commissioned papers concerning literacy.

Cassidy, J. High school graduation: Exit competencies? Journal of Reading, V. 21, No. 5, February, 1978.

Discusses why there is a sudden emphasis on exit competencies and how they are implemented or mandated including process, ten basic guidelines for developing competency-based programs.

Cawelti, G. National competency testing: A bogus solution. Phi Delta Kappan, V. 59, No. 9, May, 1978.

Topics: Are the schools deteriorating? Actual evidence: a mixed picture; testing: A strange solution; The value of testing; destructive side effects (resegregating the schools, weakening of local decision making, negative effects of non-promotion); curriculum problems.

Clark, J.P. and Thomson, S.D. Competency tests and graduation requirements. Reston, Virginia: National Association of Secondary School Principals, 1976.

Includes sections on states and local districts, designing and using, competencies and courses, concerns, competency tests in current use, states and schools using tests and legislation and state board rulings.

Overview (continued)

Copperman, P. The literacy hoax: The decline of reading, writing, and learning in the public schools and what we can do about it. New York: William Morrow and Co., 1978.

Contents include following chapters: Literacy decline; From Miss Grundy to Johnny Carson; Authority; Educational leadership; Interviews with students and teachers. Cites problems of our educational system and their causes and offers solutions.

Dobbert, D.J. and others. Short answers to frequent questions about competency-based curriculum. A working paper. ED 124 039

Discusses questions dealing with definitions, instructional strategy, effectiveness course content, entry level competencies, identification of competencies, assessment procedures, etc.

Down, A.G. The future of the back to basics movement. Paper presented at the Annual Meeting of the National School Boards Association (Houston, Texas, March 26-29, 1977). ED 139 086

Basic alternative elementary school; Growth of consumerism; Back-to-basics movement suggests a concern for priorities, which, if not taken to extremes, is legitimate and clearly identifiable.

Ebel, R.L. The case for minimum competency testing. Phi Delta Kappan, V. 59, No. 8, April, 1978.

Author feels that more emphasis should be placed on cognitive development in our schools, and that competency testing will motivate teachers and students.

Eckland, Bruce K. Sociodemographic Implications of Minimum Competency Testing. To appear in Richard M. Jaeger and Carol K. Tittle, eds., Minimum Competency Achievement Testing: Motives, Models, Measures and Consequences, Berkeley: McCutchen Publishing Co.

The author analyzes data from the National Longitudinal Study of the High School Class of 1972 to determine implications of diploma denial in competency testing.

Education Commission of the States. The Great American dream. Education for work? A Summary of the 10th Annual Meeting of the Education Commission of the States (San Francisco, May, 1976). ED 128 348

Ways to relate education more effectively to world of work, curriculum changes, etc; Contains short summary of special interest group on minimal competency.

Education Commission of the States. Update VI: Minimal competency testing. Denver: Education Commission of the States, 1977. ED 144 961

Overview of federal and state legislation, state department of education action and local district programs; Bibliography; HR 6088 (bill to amend ESEA)

Elam, S.M. Nostalgia's child: Back to the basics. Phi Delta Kappan, V. 58, No. 7, March 1977.

Gallup poll statistics on attitude toward schools.

Overview (continued)

Erlandson, D. A. The Case Against Competency Based Education, Feb., 1977. ERIC article, ED 135 056

Oversimplification, overspecification, and difficulties in assessment are the criticisms most frequently leveled against competency based education. State mandated competency based programs bear much closer resemblance to their natural parents, the state bureaucracies, than they do to the basic demands of society.

Farrell, E.J. The basics: Random reflections on a movement. English Education, V. 9, No. 4, Summer, 1978.

Speaks to the importance of the preservation of the humanities in public education.

Fardig, G. and Quinn, K. Organize the Vocational Program to Install Competency-Based Instruction. Module K-2. Ohio State University, Columbus, Ohio, 1977.

Intended to be utilized as an instructional unit in inservice vocational teacher education, this module is developed to train vocational personnel how to install and manage competency-based instructional programs.

Gilman, D. A. The logic of minimal competency testing. NASSP Bulletin, V. 62, No. 419, September, 1978.

Includes following topics: MCT's growth; The need for MCT; Curricular concerns; Effect on students; How the public views MCT; Research supports MCT's effectiveness.

Glass, G. V. Matthew Arnold and minimal competence. The Educational Forum, January, 1978.

Recounts the British Payment by Results Educational plan that was overturned after twenty years in the nineteenth century. Author regards the idea of minimal competency testing as "bad psychology, bad measurement, and a misguided philosophy of education."

Green, T.F. Minimal educational standards: A systematic perspective. Denver: Education Commission of the States, 1977.

A comprehensive analysis of minimum competency movement -- concludes that the present movement arises in our society because the system has been so successful.

Haney, W. and Madaus, G. Making Sense of the Competency Testing Movement. Harvard Educational Review, November, 1978.

The authors examine the implementation of minimal-competency testing programs nationwide and argue for a careful consideration of several unresolved issues: the definition of what constitutes a "minimal competency," the determination of appropriate measures, and the use of the concept of minimal competence in formulating educational goals.

Overview (continued)

Hart, G.K. The California pupil proficiency law as viewed by its author. Phi Delta Kappan, V. 59, No. 9, May, 1978.

Rationale for California law and explanation of way it is expected to work; Who should establish standards? Insuring against unfairness, applying sanctions for failure; Disability and language exemptions; providing the resources.

Hills, J.R. Proficiency testing: Implications for higher education. Atlanta: Southern Regional Education Board, 1977.

Includes implications; Why test? What is proficiency? Current developments; Implications for colleges; Critical issues; Avoiding harmful consequences; Related developments at pre-college levels; Implications of pre-college proficiency testing.

Hohn, R. L. and Meinke, D. L. Competency-based education and educational psychology. Contemporary Education, V. 49, No. 4, Summer, 1978.

Discusses: What is competency-based education? Implications and associated problems.

Howard, James (ed.). CBE Bulletin, Washington: Council for Basic Education. February, 1979.

Monthly bulletin for the Council for Basic Education.

Howard, James (ed.). CBE Bulletin. Washington: Council for Basic Education. March, 1979.

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Howard, James (ed.). CBE Bulletin. Washington: Council for Basic Education. April, 1979.

Keefe, J.Q. and Georgiades, C.J. Competency-based education and the high school diploma. NASSP Bulletin, V. 62, No. 417, April, 1978.

A comprehensive discussion including background data, state efforts, NASSP recommendations, advantages of the approach, crucial questions.

Kelley, E.W. The politics of proficiency. Denver: Education Commission of the States, 1977.

A background paper prepared for the Minimal Competency Workshops sponsored by NIE and ECS. Includes sections on: Apparent and real reasons for proficiency standards; People, construction, and use of competency based tests; Consequences; Implications.

Koons, C.L. Nonpromotion: A dead-end road. Phi Delta Kappan, V. 58, No. 9, May, 1977.

A critique of article, "The Greenville Program: A Commonsense Approach to Basics" (Owens and Ranick, March, 1977 Kappan). Cites possible reasons for success other than minimal competency testing.

Mecklenburger, J. Minimum competency testing: The bad penny again. Phi Delta Kappan, V. 59, No. 10, June, 1978.

Compares minimum competency testing to performance contracting. Raises many thought-provoking questions that should be considered before hopping on the band wagon.

Overview (continued)

Merwin, J. C. NCME Debate--Resolved: That Measurement Issues in Competency-Based Educational Programs are not Different From Those in Other Kinds of Testing. Paper presented at Annual Meeting of the American Educational Research Association, April, 1976. ERIC article, ED 121 855

A position taken against the resolution in the above title.
The author argues that measurement in competency-based education is different from measurement in non-competency-based education.

Miller, B.S. (Ed.) Minimum competency testing: A report of four regional conferences. St. Louis: CEMREL, 1978.

A report of conferences sponsored by the National Institute of Education and the Education Commission of the States. Contents include topical issues, suggestions for the next step and summaries of background papers.

Mizell, H. A citizens' introduction to minimum competency programs for students. Columbia, South Carolina: American Friends Service Committee, 1978.

Answers pertinent questions for citizenry on minimum competency testing. Also contains sections of selected reading and resources.

Mutch, D. Back to basics. The Christian Science Monitor, September 6, 1978.

Describes a successful public school program in California; Discusses the question, "To test or not to test" and why test scores are declining.

Mutch, D. What is right with U.S. schools: They're reaching more youngsters every year. The Christian Science Monitor, September 5, 1978.

Cites successful programs and discusses literacy as a common purpose of education.

National Academy of Education. Improving educational achievement. Washington, D.C.: National Academy of Education, 1978.

Answers eight questions concerning schooling, basic skills, achievement, standards, testing, accountability and the role of the federal government.

National School Boards Association: Research report 1978-1: Back to basics. Washington, D.C.: National School Boards Association, 1978.

Contents include: What is the back-to-basics movement? Why is there a back-to-basics movement? The school board view; What the advocates are saying; The basics viewed more broadly; The impact of back-to-basics; Source documents.

National School Public Relations Association: The competency challenge: What schools are doing. Arlington, Virginia: National School Public Relations Association, 1978.

Contents include: What is competency based education, measuring competencies, local districts; Communicating competencies; Trends and implications; NAEP sample questions; State activity; Selected resources.

Neill, S. B. A summary of issues in the minimum competency movement. Phi Delta Kappan, V. 60, No. 6, February, 1979.

Discusses legal challenges and other trends in competency testing which were presented at the First Annual Conference on Student Competencies held in San Francisco in December, 1978.

Overview (continued)

Norton, J. R. Back-to-Basics and Student Minimal Competency Evaluation: How to Spell "school" with Three R's and an E. Contemporary Education, Winter, 1979.

Evaluation of student minimal competency should be based partly on national concerns, partly on local concerns, and partly on the needs of the learner. Evaluation must be built into all levels to ensure that all three of these needs are met.

Northwest Regional Educational Laboratory. Annotated Bibliography on Minimum Competency Testing. Portland: Northwest Regional Educational Laboratory, May, 1978. ERIC article 158 186

The 52 citations listed were compiled to assist educators in the task of designing and implementing minimum competency programs. The documents cited were chosen to represent the best and most current literature on minimum competency testing.

Options in education transcript/tape: Minimum competence: Parts one and two. Washington, D.C.: National Public Radio and the Institute for Educational Leadership of the George Washington University, 1978.

John Merrow of National Public Radio has conversation with educational leaders concerning minimum competency testing.

Pipho, C. Minimal competency standards. Today's Education, V. 67, No. 1, February-March, 1978.

State approaches; State action, federal activity; Policy and implementation questions; Standards from the NEA

Pipho, C. Minimum competency testing in 1978: A look at state standards. Phi Delta Kappan, V. 59, No. 9, May, 1978.

A good overview of what's happened with competency testing within the past several years, controversies, and state activity as of March 15, 1978.

Pipho, C. State activity: Minimal competency testing. Denver: Education Commission of the States, October 5, 1978.

Lists states, action taken, setting of standards, grade levels assessed, skills areas assessed, use of standards and test, comments.

Pipho, C. Update VII: Minimal competency testing. Denver: Education Commission of the States, 1977.

Report on federal legislation, state legislation, state boards of education rulings, state departments of education activity, local district programs.

Reilly, W. Competency-based education: Pros and cons. American Education, V. 14, No. 3, April, 1978.

An overview of what has taken place with competency-based education and rationales offered by proponents and cities.

San Manteo County Schools. Competency based education resource guide. Redwood City, California: San Manteo County Schools, 1977. ED 139 822

References of documents and materials related to competency based education. Contents include: Background/general; Background/California, Oregon; Math; Language arts; General and multiple; Other subjects; Tests; Commercial materials.

Overview (continued)

Scott, L.T. How will minimal competency legislation affect education in South Carolina? The Curriculum Network Report, V. 1, No. 2, January, 1978.

Range of individual differences; State basic skills assessment; Skills to be measured, setting minimum standards; Establishing remedial programs.

South Carolina Education Association. Improving student competencies through excellence in public education. Columbia, South Carolina: South Carolina Education Association, 1977.

A position paper. Includes discussions of nine most frequently stated propositions and recommendations, based on the discussion of these propositions.

Southwest Educational Development Laboratory. Issues in minimum competency testing and competency based education: Proceedings of an invitational symposium. Austin: Southwest Educational Development Laboratory, 1978.

Contains papers of 10 participants of the invitational conference in New Orleans, February, 1978.

Those 'minimal' competency tests' -- will they be the raft or the ruin of the public schools? American School Board Journal, V. 165, No. 1, January, 1978.

An overview of what's happening in area of competency tests -- in the literature, in states and at conferences on the subject.

Tierney, R. J. and McDonald, T. F. Pro and con: Minimal competency testing. Journal of Reading, V. 22, No. 1, October, 1978.

Tierney (con), addressing issues of retention and testing, states that much evidence supports view that nonpromoted children fail to progress as far as promoted counterparts and that there are major problems with the notion that testing either can or should improve accountability.

McDonald, (pro), suggests replacing term, "minimal competencies" with "reading literacy" and cites success of Phoenix program.

Walker, D.F. The hard lot of the professional in a reform movement. Educational Leadership, V. 35, No. 2, November, 1977.

Raises questions regarding C-B education. Author believes that educators can respond selectively to various features and make something positive out of the movement.

Wirtz, W. What shall we do about declining test scores. Washington, D.C.: American Association for Higher Education, 1978.

Author believes real underlying issue in M.C. is the balance between egalitarianism and elitism. Recommends community-school problem delineation and solving strategy.

Wise, A.E. A critique of "minimal competency testing". Denver: Education Commission of the States, September, 1977.

A background paper prepared for the minimal competency workshops sponsored by ECS and NIE. Includes sections on: What is the problem? Can it be solved?; Growing bureaucratization and centralization; Recommendation.

Wise, A.E. Minimum competency testing: Another case of hyper-rationalization. Phi Delta Kappan, V. 59, No. 9, May, 1978.

Legislating scientific management; What is the Problem? Can it be solved? What should be done?

Basic Skills

Beckmann, M.W. Basic competencies--twenty five years ago, ten years ago, and now. Mathematics Teacher, V. 71, No. 2, February, 1978.

Review and reports findings of a 25 year research program focused on basic mathematical competency in which students were tested in 1950, 1965, and 1975.

Carruthers, R.L. and Richardson, L.S. The end of the three Rs. NASSP Bulletin, V. 62, No. 420, October, 1978.

Report of a survey of school administrators in Texas to determine the meaning of the term "basics." Results: Reading (100%); Arithmetic (99%); Personal hygiene (95%); Writing (92%).

Community expectations for student skills. Marlton, New Jersey: Communication Technology Corporation, 1976.

Materials include group Leader Guide, Trainee Guide, Project Director Manual, Dissemination/Public Relations Materials, Management Materials.

Cowan, R.E. and Clary, R.C. Identifying and teaching essential mathematical skills-- items. Mathematics Teacher, V. 71, No. 2, February, 1978.

A description of a Title IV-C project in Roanoke Rapids, N.C. Reports the results of business questionnaire to determine math skills needed in employment.

Farrell, E.J. What should we be teaching in English? Paper presented at the Annual Meeting of the National Council of Teachers of English (New York, November 24-26, 1977). ED 149 344

Excerpts from 21 news stories pertaining to significant educational and social events and trends.

Hechinger, F.M. The back-to-basics impact. Today's Education, V. 67, No. 1, February-March, 1978.

Author feels that the direction the movement is taking in many places is alarming. Back-to-basics should not go hand-in-hand with autocratic discipline and "cutting out the frills."

Jarrett, J.L. I'm for basics, but let me define them. Phi Delta Kappan, V. 59, No. 4, December, 1977.

Supports back to basics along with extended curriculum; Compares British and American education.

Jennings, W. and Nathan J. Startling/disturbing research on school program effectiveness. Phi Delta Kappan, V. 58, No. 7, March, 1977.

Reports findings of studies involving experimental and/or alternative schools and traditional schools.

Kuyendall, C. What's basic and how can you tell? Paper presented at the Annual Meeting of the Secondary School English Conference (Boston, Massachusetts, April 2-4, 1976). ED 120 774

Author feels that the temptation and demands of returning to rote learning should not be yielded to. An open-process curriculum design which involves the student directly should be the goal of English educators.

Looking at: Reading in the social studies (and) "back to basics" (and) evaluating values education. ERIC Clearing House for Social Studies, Boulder, Colorado, 1976. ED 138 528

Interviews with leaders in the field; Abstracts of ERIC documents; Annotated bibliography of books, games and multi-media products in the field.

Basic Skills (continued)

Montare, A. and others. Basic skills: What competencies shall be measured and how? Paper presented at the annual meeting of American Educational Research Association (New York, April 4-8, 1977). ED 135 858

Includes sections on: Employment skills; Business survey; Government job criteria; Armed services; New Jersey goals statement; Other states; Positive/negative aspects of competency testing for graduation.

National Assessment of Educational Progress. Explanatory and persuasive letter writing. Denver: National Assessment of Educational Progress, 1977.

Project report describing evaluations, exercises, and examples of letter writing.

North Carolina Competency Testing Commission. A rating of competency objectives by North Carolina school personnel. Raleigh, North Carolina: North Carolina Competency Testing Commission, 1977.

Rating done by math and reading teachers in North Carolina schools for a compendium of competency objectives.

Parker, C. Junior High Student Responsibilities for Basic Skills. Paper presented at Annual Meeting of National Council of Teachers of English, 1977.

Students should be trained to recognize acceptable and unacceptable performances in basic skill areas and should assume responsibility for attaining proficiency in these areas.

Reys, R.E. and Kasten, M.B. Changes needed in the current direction of minimal competency testing in mathematics. Mathematics Teacher, V. 71, No.2, February, 1978. MC is based on false premises; Basic skills not predictors of job performance; Problems which would be encountered.

Rodwick, J. and Grady, M.J. The second chance. El Paso Community College (Colorado Springs, Colorado, February, 1976). ED 119 178

Research report including evaluation findings after 6-year compensatory education program; A significant proportion of entering students found to have functioning levels which warrant the existence of remedial classes.

Smith, W. D. Minimal competencies: A position paper. Arithmetic Teacher, V. 26, No. 3, November, 1978.

Discusses: What are the minimal mathematical skills? Minimum competency when? How should competencies be measured? Recommendations.

Taylor, R. The question of minimum competency as viewed from the schools. Mathematics Teacher, V. 71, No. 2, February, 1978.

Lists ten basic math skills compiled by the National Council of Supervisors of Mathematics; Discusses distinction between basic skills and minimum competencies; Assessment instruments for math competency; How curricular and aims of teaching affected, role of educators, lay people and legislators.

Taylor, R. What to do about basic skills in math. Today's Education, V. 66, No. 2, March-April, 1977.

Contains position statements of the National Council of Teachers of Mathematics and National Council of Supervisors of Mathematics. Suggests going not back, but forward to basics.

Basic Skills (continued)

Van Til, W. What to expect if your legislature orders literacy testing. Phi Delta Kappan, V. 59, No. 8, April, 1978.

Some things to expect from looking at problems in Florida; With student literacy tests; Teacher literacy tests; Some tough questions.

Weber, G. How can you make sure the students in your schools are learning basic skills. The American School Board Journal, V. 165, No. 6, June, 1978.

Suggests looking at end-of-third, eighth, and eleventh grade data, being more choosy in hiring new teachers, defining minimum achievement and setting MC standards for high school diplomas.

Wilhelms, F.T. What about basic standards? There's no evidence of massive erosion. Today's Education, V. 64, No. 4, November-December, 1978.

Gives possible causes for the decline in test scores and argues against going back to traditional schooling.

Compensatory Education

Fitz-Gibbon, C. T. Tutoring: Some new ideas. Los Angeles: Center for the Study of Evaluation, UCLA Graduate School of Education, 1978.

Description of three learning-by-tutoring projects; Reactions of teachers and parents; Ideas for components that can be added to any tutoring project.

Competencies

California State Department of Education. Sample assessment exercise manual for proficiency testing. Sacramento: California State Department of Education, 1978.

Comprehensive manual testing sample skills in school context model (testing of discrete skills) and the functional transfer model (ability to transfer basic skills to "real life" situations). Also includes section on Applied Performance Tests. Volume II contains item statistics for grades 7, 9 and 11.

Florida Department of Education. Minimum student performance standards for Florida schools: 1977-1978, 1978-79, 1979-80. Grades 3 and 5, reading, writing and mathematics. Tallahassee: Florida Department of Education, 1977.

A listing of 31 standards and 58 skills at the 3rd grade level and 39 standards and 88 skills at the 5th grade level.

Florida Department of Education. Minimum student performance standards for Florida schools, 1977-78, 1978-79, 1979-80: Grades 8 and 11, reading, writing, and math. Tallahassee: Florida Department of Education, 1977.

A listing of 44 standards and 108 skills at the 8th grade level and 39 standards and 103 skills at the 11th grade level.

Georgia Department of Education. Criterion-referenced tests in Georgia schools: Some questions and answers. Atlanta: Georgia Department of Education, 1976.

Explains statewide testing program. Lists reading, math and career development goals for grades 4 and 8.

Competencies (continued)

Georgia Department of Education. Objectives for functional competence. Atlanta: Georgia Department of Education.

List of goals and objectives in areas of occupational knowledge, consumer economics, health, government and law, community resources.

Harbeck, M. B. Accountability through curriculum. Science and Children, V. 16, October, 1978.

A description of the Competency Based Curriculum (CBC) program in Washington, D. C. Discusses how curriculum was constructed and validated.

Hashway, R.M. and Nuttall, R.L. A relative importance ordering of educational competencies in a multi-dimensional space. Educational Research Quarterly, V. 2, No. 3, Fall, 1977.

Results of a survey of an adult population's opinions about high school competencies.

Hornbeck, D.W. Maryland's "Project Basic". Educational Leadership, V. 35, No. 2, Nov. 1977.

Project concerned with 5 areas of competencies: Basic skills, world of work, leisure time, citizenship and survival skills; Lists 6 principles of schooling.

Kanawha County Schools. Program of studies, K-3. Charleston, West Virginia: Kanawha County Schools, 1978.

Includes recommendation for scheduling and use of staff; Mastery of competency requirements; Promotional policy; Evaluations, essential competencies in language arts, math, social studies, science/health; Basic vertical skill list.

Lieb-Brilhart, B. What if Johnny could read and write?... Another look at the literacy issue. Communication Education, V. 26, No. 3, September, 1977.

States case for speaking as a functional literacy requirement. Author feels that reading and writing, isolated from speaking and listening, will not facilitate "survival" in the twentieth century.

Louisiana State Department of Education. Minimum standards for mathematics, grades 1-12. Baton Rouge: Louisiana State Department of Education, 1978.

Lists skills in eleven math areas with grade levels for introduced, on-going and mastery.

Maine Department of Educational and Cultural Services. Maine assessment of basic skills 1978, objectives for reading, mathematics and writing. Augusta: Maine Department of Educational and Cultural Services, 1978.

Pamphlet containing a set of objectives and subskills selected by a Citizens Committee to represent high-priority basic skills important for all eleventh-graders to have learned.

Maine Department of Educational and Cultural Services. Maine assessment of basic skills 1978, technical report: Reading, mathematics and writing - Grades 8 and 11. Augusta: Maine Department of Educational and Cultural Services, 1978.

Includes sections on student performance on individual test items, results of student questionnaire, national, regional and longitudinal comparisons, benchmark study results, diploma survey and results.

Competencies (continued)

Massachusetts State Board of Education. Policy on basic skills improvement. Boston: Massachusetts Department of Education, 1978.

Includes report of advisory committee on graduation requirements, a proposed program for a basic skills competency program with specifications for math, reading, writing, and listening.

Merrimack Education Center. Information topic package on minimum competencies/ graduation requirements. Chelmsford, Massachusetts. Merrimack Education Center, 1978.

Contains ERIC abstracts, selected hard copy articles, a bibliography of selected readings, microfiche documents.

Michigan Department of Education. The Michigan life role competencies. Lansing: Michigan Department of Education, 1978.

Lists competency components and competency examples in following areas: employability and occupational skills, personal and family management, civic and social responsibilities, aesthetic and humanistic appreciations.

National Assessment of Educational Progress. Consumer skills items. Denver: National Assessment of Educational Progress, 1978.

A comprehensive collection of consumer skills items for state and local education agencies to draw upon in custom-building their own instruments.

National Assessment of Educational Progress. Math resource items for minimal competency testing. Denver: National Assessment of Educational Progress, 1977.

A collection of math items for state and local education agencies to draw upon in custom-building their own minimum competency instruments. The age groups assessed by National Assessment and the percent of students in the nation who responded correctly is indicated on each item.

National Assessment of Educational Progress. Reading resource items for minimal competency testing. Denver: National Assessment of Educational Progress, 1977.

A collection of reading items for state and local education agencies to draw upon in custom-building their own minimal competency instruments. The age groups assessed by National Assessment and the percent of students in the nation who responded correctly is indicated in each item.

New Mexico State Department of Education. The New Mexico basic skills plan. Santa Fe: New Mexico State Department of Education, 1977.

Describes the basic skills plan and plan implementation. Also includes listings of life competencies in math, reading and writing and APL goals and objectives.

Newton Community School District. Proficiency testing program. Newton, Iowa: Newton Community School District, 1978.

Objectives, tests, percent of students mastering objectives.

North Carolina Department of Instruction. Objective and performance indicators for competency testing program for TOPICS test and SHARP test. Raleigh: North Carolina Department of Instruction, 1978.

A listing of each objective and its accompanying indicators, provided to assist teachers and school systems in establishing remedial work for designated students.

Competencies (continued)

Northwest Regional Educational Laboratory. Student competencies guide: Survival skills for a changing world. Portland, Oregon: Northwest Regional Laboratory, 1977. Student handbook for competency testing. Includes: What are the competencies? What do you do? How do you locate materials? Where is competency certification recorded? Points to remember: Student steps for certification. Suggested resources.

Pennsylvania Department of Education. Project 81 community opinion survey. Harrisburg: Pennsylvania Department of Education.

A rating of competency statements. Respondents are asked: 1) How important is it that adults in general be able to: b) How important is it that students in our schools be taught to: c) Do you recommend that in order to receive a high school diploma, a student should be able to:

Rhode Island Department of Education. List of performance indicators under consideration for competency-based high school graduation requirements. Providence: Rhode Island Department of Education, 1978.

List of 25 competencies to be judged by readers as to appropriateness.

Rhode Island Department of Education. Schools and skills. Providence: Rhode Island Department of Education, 1976.

Three essential things students should be able to do: Comprehend, analyze, evaluate. Lists skills in these areas. Also lists objectives for secondary schools to provide intellectual freedom and safeguard human rights.

Saint Paul Public Schools. Breaking loose: St. Paul Open School competence based graduation process. Saint Paul: St. Paul Public Schools, 1977.

A comprehensive description of the St. Paul Open School graduation process. Includes two forms of the math test.

Savage, D.G. Minimum competencies -- the Oregon approach. Educational Leadership, V. 36, No. 1, October, 1978.

Discusses the evolution of competencies in Oregon and the question of what a minimum competency is. Briefly describes the review by state personnel of the Oregon program.

Texas Education Agency. Essential mathematics objectives. Essential reading objectives. Austin: Texas Education Agency, 1977.

Lists of objectives for the mid-point level and for high school completion.

Utah State Board of Education. Report on implementing the minimal competency evaluation program. Salt Lake City: Utah State Board of Education, 1978.

Lists objectives and performance indicators in communication, computation, democratic governance, consumer skills, problem solving.

Vermont Department of Education. A manual of information and guidelines for teachers and administrators. Montpelier, Vermont: Vermont Department of Education, 1977.

Introduction (what, why, how); The basic competencies, record and report forms; Guidelines for assessing pupil mastery; State board action; Statement on handicapped students.

Competencies (continued)

Virginia Department of Education. Basic learning skills, grades K-6: Minimum state-wide educational objectives. Richmond: Virginia Department of Education, 1977.
Reading, communication, and math objectives approved by the Board of Education May, 1977.

Virginia Department of Education. Virginia competency education. Richmond: Virginia Department of Education, 1978.

Overview: Origin; Minimum competencies program, a requirement for graduation; Suggested competencies for math and reading.

Cost Effectiveness

Anderson, B.D. and Lesser, P. The costs of legislated minimum competency requirements. Phi Delta Kappan, V. 59, No. 9, May, 1978.

Set-up cost of legislation; Implementation costs; Excess burdens from compliance; Induced neglect of information; Cost of compensatory programs; 5 steps to minimize cost.

Anderson, B.D. The costs of legislated minimal competency requirements. Denver: Education Commission of the States, 1977.

Set-up costs; Implementation costs; A summary of costs; Recommendations.

Dienemann, P. F. and others. An evaluation of the cost effectiveness of alternative compensatory reading programs. Princeton, New Jersey: Educational Testing Service, 1974. ED 130 261

Costs estimated for over 2,000 classes. Compensatory reading programs found to be significantly more expensive per pupil than non-compensatory programs.

Enos, D.F. Is CBTE cost-effective? Journal of Teacher Education, V. 27, No. 2, Summer, 1976.

Study comparing the cost and effectiveness of a C-B teacher education program with a non-C-B program in the preparation of elementary teacher.

Michigan State Department of Education. Report of the 1974-75 Michigan cost effectiveness study. Lansing: Michigan State Department of Education, 1976.

Cost effectiveness of reading programs. Purpose was to investigate the direction of the relationships between achievement and identified variable which can be changed or controlled by educational systems.

Curriculum

Butler, F.C. The concept of competency: An operational definition. Educational Technology, V. 18, January, 1978.

Provides definitions, a comprehensive taxonomy of competence; And discusses the determinants of competence and describing an enabling competence.

Buvinger, M.S. Why keep IEPs only for the handicapped. The American School Board Journal, V. 165, No. 6, June 1978.

Recommends individual programs for all students which could be implemented in the regular classroom in the same way we "mainstream" many handicapped students.

Curriculum (continued)

Cawelti, G. The competency based movement and curricular changes. North Central Association Quarterly, V. 52, No. 2, Fall, 1977.

Discusses the origin of the movement, status of CBE movement, curriculum issues, and potential benefits.

Cawelti, G. Requiring competencies for graduation -- some curriculum issues. Educational Leadership, V. 35, No. 2, November, 1977.

Offers several reasons for "basic skills" movement; Discusses status of the CBE movement; Six curriculum issues relating to CBE issues; Potential benefits.

Davis, R.G. Needed: Functional literacy skills curricula and tests. Educational Technology, V. 17, No. 3, March, 1977.

Cites studies showing need for functional literacy curriculum. Recommends junior high functional literacy curriculum with a laboratory or action-centered approach.

Favat, F.A. Teaching as intervention: Saving the English curriculum in a time of reckoning. Paper presented at the Annual Meeting of the Secondary School English Conference of the National Council of Teachers of English. ED 126 519

Author feels that recent declines may be attributed to the general instructional climate of the day. English teachers must accept the responsibility for developing cognitive and affective skills through curriculum planning and direct instruction.

Glass, Gene V. Standards and Criteria. Journal of Educational Measurement. 15:237-261, Winter, 1978.

The author (a) examines the ordinary usage in the measurement literature of the words "standards" and "criteria"; (b) traces the evolution of the notion of performance standards in the criterion-referenced testing movement; (c) analyzes and critiques six methods of setting performance standards on criterion-referenced tests; and (d) suggests how the standards problem as conventionally defined can be ignored.

Krajewski, R. Here's How to Prepare for the Rush Toward Minimum Competency. American School Board Journal, April, 1979.

This article presents a list of considerations school board members should keep in mind when their systems develop minimum competency tests:

Meskauskas, John A. Evaluation Models for Criterion-Referenced Testing: Views Regarding Mastery and Standard-Setting. Review of Education Research, Winter, 1976.

A number of mathematically-based techniques for deciding on cutting scores and related issues such as test length have been published on criterion-referenced testing. The purpose of this paper is to investigate the mastery models underpinning the techniques being proposed and to review the procedures suggested for setting the pass-fail point.

Curriculum (continued)

Morgan, C.E. CAI and basic skills instruction. Educational Technology, V. 18, No. 4, April, 1978.

Asserts that computer assisted instruction is an obvious support in providing individual programs in basic skills education and discusses aspects of this approach needing attention.

Oliver, K. A sound curriculum in English grammar: Guidelines for teachers and parents. Washington, D.C.: Council for Basic Education, 1975.

Contents include following: Why teach English grammar? Teaching the patterns of words and sentences; The functions of words; Making sentences, A curriculum proposal.

Program Development Center of Northern California. Educational planning model: Programmed course for writing performance objectives. Bloomington, Indiana: Phi Delta Kappa, 1978.

Programmed course containing sections on goals, clarifying statements and performance objectives, and cognitive, psychomotor and affective domains. Six exercises are included in appendix.

Spady, W.G. The concept and implications of competency-based education. Educational Leadership, V. 36, No. 1, October, 1978.

Discusses the concept of competency. CBE implies a shift from time as the primary "base" of operations to outcomes, and from vague-referenced standards to more specific criterion-referenced ones. Suggests ways of implementing C.B. education.

Taylor, B.L. Effects of minimum competencies on promotion standards. Educational Leadership, V. 36, No. 1, October, 1978.

Discusses issues in the traditional approach to promotion standards, competency based standards, and individual standards.

Wood, B. (editor). Development of functional communication competencies: Pre-K -- grade 6. ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill., 1977.

A presentation of activities designed to create a participatory classroom environment in which children are given the opportunity to experiment with communication acts which are important to them. Grades Pre-K to 6.

District Program

Beal, B.B. Denver, Colorado: A 17-year-old minimum competency testing program. Phi Delta Kappan, V. 59, No. 9, May, 1978.

Proficiency and Review program; Numerical, spelling, language and reading proficiency tests required for graduation; Students first tested in ninth grade and if fail, given remedial work.

Cook, J.M. The D.C. schools' plan for system-wide achievement. Educational Leadership, V. 35, No. 2, November, 1977.

A description of the D.C. plan which calls for a professional development effort for all staff members and the implementation of a competency-based curriculum in 1978-79.

District Program (continued)

Enochs, J.C. Modesto, California: A return to the four Rs. Phi Delta Kappan, V. 59, No.9, May, 1978.

The program, "Academic Expectations and the Fourth R: Responsibility", includes: A basic skills competency plan, K-8, and competency-based high school graduation; Retention, qualified promotion, and "help yourself" remediation; Specialized high school graduation plan; Written student conduct and "citizenship accountability"; Educating for responsibility, K-6; Building motivation.

Estes, G.D., and others. A criterion referenced basic skills assessment program in a large city school system. Paper presented at the Annual Meeting of the American Educational Research Association (April 19-23, 1976). ED 124 587

Phoenix Union High School System has developed a basic skills assessment program in the area of reading and math. Procedures and considerations used in developing the system are discussed. Preliminary results on validity and reliability of the assessment instruments are presented. An example of criterion-referenced test development using traditional item analysis, reliability, and validity procedures are provided.

Findley, J. Westside's minimum competency graduation requirements: A program that works. Phi Delta Kappan, V. 59, No. 9, May, 1978. ED 124 587

A description of a program in Omaha, Nebraska. Graduation requirements include 120 credit hours plus seven minimum competency tests (reading, writing, math, democratic process, problem solving, oral communication, and consumerism).

Fulkerson, R. and Gilmer, T.A. Survival skills in mathematics program. Mathematics Teacher, V. 71, No. 2, February, 1978.

Description of the Franklin Pierce Schools Survival Skills in Mathematics Program (SSMP), Tacoma, Washington, high school, individualized program; Comprehensive survival skills test required for graduation.

Henderson, D.J. Gary, Indiana: High school diplomas with meaning. Phi Delta Kappan, V. 59, No. 9, May, 1978.

Program includes reading, math, written language, and oral communication. Mentally handicapped students exempted.

Huff, M. A board member looks at requiring competencies for graduation. Educational Leadership, V. 35, No. 2, November, 1977.

A description of the Charlotte-Mecklenburg, N.C. testing program from a board member's point of view. Author feels that if competency testing can be a catalyst for examining "where we are going in our schools?" and "why?" it can have a positive impact on public education.

Los Angeles Unified School District. Write: Senior High Assessment of Skills in Written Composition, 1978.

Sample of written composition competency test. Areas tested include business letters, application forms, instructions, personal histories, friendly letters, reports, opinions, descriptions, and persuasion.

Manitowoc Public Schools. Language arts proficiency exam, math proficiency exam. Manitowoc exam, math proficiency exam. Manitowoc, Wisconsin: Manitowoc Public Schools, 1978.

Sample exams, letter to parents, graduation requirements.

District Program (continued)

Owen, S.A. and Ranick, D.L. The Greenville program: A commonsense approach to basics. Phi Delta Kappan, V. 58, No. 7, March, 1977.

Greenville County, Virginia program includes achievement based promotion (SRA Achievement Tests, Iowa Tests of Educational Development); Partial promotion; Secondary block schedule; Occupational Proficiency Training program (OPT).

Parkrose School District. Parkrose graduation requirements student and parent handbook. Portland, Oregon: Parkrose School District #3.

Includes credit and competency requirements, certification of competencies, timeline charts and alternative educational experiences.

Salt Lake City School District. Procedures for evaluation and remediation. Elementary accountability. Secondary accountability. Salt Lake City: Salt Lake City School District, 1978.

Procedures for evaluation and remediation of teachers; Accountability plans for elementary and secondary teachers.

Stevenson, G. M. and Sanderson, C. D. Forward (not back) to basics. Sandy, Utah: Jordan School District, 1978.

A description of the Goal Based Education Management System (GEMS). The objective of the program is the mastery of the basic subject areas by 90% of the students in the program. Includes the instructional model used.

Thieleke, G.A. Graduation requirements: What are the trends? (Bloomfield Hill Public School Graduation Requirements, 1976-present.) Paper presented at Annual Meeting of the National Association of Secondary School Principals, (February 13-19, 1976).

Includes credits that must be earned in grades 10-12 and minimum competencies that must be achieved in 14 different areas, including measurement skills, speaking skills, communication skills, employment and career skills and physical fitness.

Toltec Elementary District. Toltec elementary language arts continuous uniform evaluation system. Eloy, Arizona: Toltec Elementary District.

A comprehensive document containing K-8 objectives, two specific evaluation activities and a set of alternative learning activities for each objective.

Tri-County Goal Development Project, Multnomah County Intermediate Education District, Portland, Oregon.

Course goals for art, music, mathematics, social science, home economics, health education, business education, language arts, industrial education, second language and biological and physical science.

Wood, D.F. Can we require students to learn? Mathematics Teacher, V. 71, No. 2, February, 1978.

Description of Kern High School program, Bakersfield, California; CORMAP study to ascertain how well successfully employed people in the community compute and read.

Graduation Requirements

Before you hand out those diplomas: Should your students prove they've learned something" The American School Board Journal, V. 164, No. 3, March, 1977.

Contains views and ideas of the National Association of Secondary School Principals (Scott Thomaon, Associate Secretary for Research) concerning competency testing.

Cassidy, J. High school graduation: exit competencies? Journal of Reading, V. 21, No. 5, February, 1978.

Discusses why there is a sudden emphasis on exit competencies and how they are implemented or mandated including process, ten basic guidelines for developing competency-based programs.

Colorado Department of Education. Competency based graduation requirements position paper. Denver: Colorado Department of Education, 1977.

Position paper prepared by the Accreditation and Accountability Services Unit. Discusses what competency based education is, the current scene, key issues, possible components, issues.

Hawkins, M. A new look at the high school diploma. NASSP Bulletin, V. 62, No. 420, October, 1978.

Asks question "What does a high school diploma represent?" Author feels that diplomas should take into account the economic, psychological and social ramification; offers a proposal for redefining the diploma.

Henson, D. R. Accountability and diploma requirements. Malvern, Arkansas: Malvern High School.

Description of the Malvern High School program, using SRA tests, written by the principal. Answers seven questions concerning accountability and diploma requirements; Accompanied by explanation of grading system and diploma requirements.

Massachusetts Advisory Council on Education. Handbook of management standards for awarding high school diplomas. Boston: Massachusetts Advisory Council on Education, Commonwealth of Massachusetts, September, 1975.

A handbook which provides educational managers and citizens a resource guide to procedures which can measure effectiveness of programs for learning.

Minter, M. and others. Minimum Competency Requirements: What to do When Your School Board Sets Them. Annual Meeting of Southwest Educational Research Association, 1978.

This speech describes the problems encountered in implementing the Austin, Texas School Board's requirement for competency graduation requirements, such as test selection, test security, and test administration.

Much curriculum work needed as trend develops for graduation competencies. ASCD News Exchange, V. 18, No. 3, 1976.

Asks the questions "Is there a body of fundamental knowledge and skills that every high school graduate needs? And "How good is good enough?"

Nathan, J. and Jennings, W. Graduation competencies: More than a fad. Social Education, V. 40, No. 5, May, 1978.

Includes discussion of; Inadequacy of the credit system; What the Carnegie Unit does not show; Oregon's solution; Alaska's unique requirements; How can competencies be tested; Skepticism about standardized tests; Questions about C-B high school graduation requirements.

Graduation Requirements (continued)

National Association of Secondary School Principals. Graduation requirements. Reston, Virginia: The National Association of Secondary School Principals, 1975.

Includes sections on: The meaning of the diploma; Verification of requirements; Requirements for the diploma; Alternative approaches; Articulation with post secondary education; Summary of graduation requirements of 50 states, 1974.

Olson, T.A. Coping with the instructional dimensions of competency-based graduation requirements. Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C. March 31-April 4, 1975).

The Oregon competency-based graduation requirements survival competencies. Deals with development questions related to the instructional dimensions of the graduation requirements, technical and process concerns and modifications of roles and responsibilities.

Olson, T.A. Graduation requirements as a vehicle for change. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April 1, 1975.

Focus of new requirements in Oregon is on identification and student achievement in personal development, social responsibility and career development. Schools must set goals and develop procedures for assessment, program improvement, program evaluation and student evaluation. Research and development questions are raised.

Parkrose School District #3. Graduation requirements handbook. Portland, Oregon: Parkrose School District, 1977.

Includes: Credit requirements; Competency requirements; Alternative educational experiences; Implications for guidance and counselling; Responsibilities for implementation; Transfer students.

Pinkey, H.B. and Fisher, T.H. Validating the high school diploma, Florida style. NASSP Bulletin, V. 62, No. 420, October, 1978.

Discusses the Florida Accountability and Compensatory Education Acts of 1976. Lists 5 problems remaining to be solved in Florida.

Schenck, E.A. A guide to identifying high school graduation competencies: Issues and examples. Portland, Oregon: Northwest Regional Educational Laboratory, 1978.

Includes discussions of 8 issues of competency identification; 77 competency entries in 7 topic areas: Communication, computation, technology, health, citizenship, consumer, career.

Strike, K.A. What is a "competent" high school graduate? Educational Leadership, V. 35, No. 2, November, 1977.

States that the answer to the question "what do we expect students to learn?" is less than obvious, that making graduation contingent on passing a minimal competency test is coercive. Suggests other kinds of skills other than basic skills that may have a plausible claim as minimal competencies.

Utah State Board of Education. State high school graduation requirements and state program of studies in secondary schools. Salt Lake City: Utah State Board of Education, 1977.

Includes sections on: Graduation Requirements; High school program of studies; Junior high/middle school program of studies; Alternate ways of earning credit; Alternative educational programs; Legislated requirements.

Handicapped Students

Candor-Chandler, C. Charleston, West Virginia: Competency requirements for special education students. Phi Delta Kappan, V. 59, No. 9, May, 1978.

All students meeting the credit requirement will receive the same kind of diploma. Beginning with the graduating class of 1982, all high school students will be tested in reading and mathematics and competency certificates will be attached to the diploma and made an official part of the student's transcript.

Competency testing, special education and the awarding of diplomas. Washington, D.C.: National Association of State Directors of Special Education, 1979.

A summary of information from State Directors regarding mandated competency testing programs, individuals required to take the test, special procedures in test administration, regular or special diplomas, and issuance of certificates of attendance.

Danielson, L.C. Educational goals and competency testing for the handicapped. Paper presented at the AERA Topical Conference on Minimum Competency Achievement Testing (Washington, D.C., October 13, 1978).

Author states that the term "to function" needs clarification, competencies are not absolute but are relative to the environment of the individual. Many handicapped persons able to function with modified environment-model for all children might need to be individualization with a mechanism like IEP.

Fenton, K.S. Competency testing and the handicapped: Some legal concerns for school administrators. Paper presented at the AERA Topical Conference on Minimum Competency Achievement Testing (Washington, D.C., October 13, 1978).

Raises several questions of equal opportunity and due process regarding competency testing and IEP's.

Florida Department of Education. Exceptional students: Programs for hearing impaired and educable mentally retarded students. Tallahassee: Florida Department of Education, 1977.

Lists basic skills for hearing impaired students at ages 5,9,11,14 and 17. Basic skills for educable mentally retarded in reading, writing and mathematics at 5th,8th, and 11th years in school.

Kennedy, M.M. Test scores and individual rights. Paper presented at the AERA Conference on Minimum Competency Achievement Testing: Motives, Models, Measures and Consequences (Washington, D.C., October 13, 1978).

Is education a right? Can minimum competencies be defined? Can society assume responsibility for all children? What are the consequences for the individual? (test exemptions, different tests, different criteria on one test).

McClung, M.S. and Pullin, D. Competency testing and handicapped students. Clearinghouse Review, March, 1978.

Exemptions for handicapped students, individualized determinations; Differential diplomas and standards; Assessment; Legal implications.

Morrissey, P.A. Adaptive testing: How and when should handicapped students be accommodated in competency testing programs? Paper presented at the AERA Topical Conference on Minimal Competency Achievement Testing (Washington, D.C., October 13, 1978).

Discrimination and legislative initiatives; Implications of recent legislation and potential problems; Forms of accommodation; Recommendations.

Legal Aspects

- Jordon, V. Competency tests are unfair. The Charlotte Observer, August 31, 1978.
Author feels that minorities are caught in a double bind, that competency tests threaten to become yet another roadblock to achieving decent educational opportunities for minority children.
- McClung, M. S. Are competency testing programs fair? Legal? Phi Delta Kappan, V. 59, No. 6, February, 1978.
Discusses inadequate phase-in periods and test/instruction match.
Racial discrimination; Model program provisions.
- McClung, M. S. Competency testing: Potential for discriminations. Clearinghouse Review, September, 1977.
Racial discrimination; Phase-in periods; Non-discriminatory tests; Matching the test with the instruction; Remedial instruction; Shared responsibility.
- Mizell, M. H. Minimum Competency Programs, Protected Classes, and Federal Agencies. San Francisco: 1979 Conference, National Council on Measurement in Education.
This paper provides two examples of federal agencies which administer laws fundamental to the protection and advancement of the educational interests of minority children (HEW Office for Civil Rights and USOE Division of Education for the Disadvantaged). Because certain provisions of these laws can be construed as protective standards they may provide the major potential for enforceable safeguards which can protect the educational interests of minority students participating in minimum competency programs.
- NAACP may sue to stop Florida minimum competency testing. Phi Delta Kappan, V. 59, No. 8, April, 1978.
Suit may be charging minimum competency testing is discriminatory.
- Tractenberg, P.L. The legal implications of statewide pupil performance standards. Denver: Education Commission of the States, 1977.
The historical context; An analysis of legal implications; Legal challenges to existing programs; Challenges to absence of programs.
- Tractenberg, P.L. and Jacoby, E. Pupil testing: A legal view. Phi Delta Kappan, V. 59, No. 4, December, 1977.
The legal limits of testing; IQ and psychological tests; Group tests; Standardized achievement tests; Non-standardized tests.

Readiness

- Askov, W. and others. Assessment of the de Hirsch Predictive Index Tests of Reading Failure. Paper presented at International Reading Association (Atlantic City, April 19-23, 1971). ED 051 983
433 kindergarten children tested with MRT and de Hirsch tests.
Justification of time and expense to administer de Hirsch tests questioned.
- Badian, N. A. Early prediction of academic underachievement. Paper presented at the Annual Convention of Council for Exceptional Children (Chicago, April 4-9, 1976). ED 122 500
Review of research on early prediction of academic underachievement.
Author's preliminary findings show that WPSSI information and sentences subtests, letter naming, name writing and ability to name five basic geometric shapes are excellent predictors of early academic achievement.

Readiness (continued)

Donovan, M. A. The relationship between early assessment and adjusted instructional strategies in reading for high risk learners. Paper presented at the Annual Meeting of the International Reading Association, Fourth Far West Regional Conference (July 29-31, 1976). ED 136 244

Reviews the literature on kindergarten assessment and its relationship to primary reading achievement. Educational complications are explored.

Goodman, L. and Wilderhalt, J. L. Predicting reading achievement in disadvantaged children. Psychology in the Schools, V. 10, No. 2, April, 1973.

Seventy kindergarten and first grade students given the Slosson Intelligence Test, Developmental Test of Visual Perception, Metropolitan Readiness or Achievement Test. Readiness as measured by MRT not shown to be a predictor of future reading performance, MAT first grade achievement score was. The practice of grouping children on basis of MRT performance not supported.

Henderson, E. H. and Long, B. H. Predictors of success in beginning reading among negroes and whites. Paper presented to the International Reading Association Conference, Kansas, City, Missouri (April 30-May 3, 1969). ED 032 193

Study of 188 students to predict reading success. Negro and white children differed significantly in all measuring achievement and intelligence. When IQ was statistically controlled, negro and white children differed significantly in reading. For white children teacher rating, readiness, and IQ were about equally good predictors. For negro boys teacher ratings best predictors, IQ as predictor considerably lower.

Hirst, W. E. Prediction of reading success. Paper presented at the American Educational Research Association (Minneapolis, March 2-6, 1970). ED 040 825

Three-year longitudinal research study. Predictors for total group first grade achievement at the .05 level or above were sex, mother's education, teachers' predictions, reading percentile, numbers and matching subtests of MRT, the Visual 3 subtest of Gesell, Complete-a-Nom and Digit Span of Wisc.

Pikulski, J. Readiness for reading: A practical approach. Language Arts, V. 55, No. 2, February, 1978.

Author states that the question of ready or not ready becomes irrelevant when children are repeatedly offered the opportunity to read. Recommends language experience and describes approach.

Sparberg, N. Z. and others. A quick teacher-administered screening test to predict future academic failure in kindergarten children. Paper presented at annual meeting of American Educational Research Association (New Orleans, February 25-March 1, 1973). ED 076 686

Prediction of success or failure correlated with reading readiness tests and achievement tests in grades one and three. Correlations significant at the .01 level.

University City School District, Missouri. Prediction of achievement in the first primary year. University City School District, 1969. ED 044 180

A four-year pre-kindergarten research study concluded that performance on the subtests of the Stanford Achievement Test at end of first grade can be effectively predicted from the Metropolitan Readiness Tests total raw score.

Readiness (continued)

University School District, Missouri. Primary Mental Abilities and Metropolitan Readiness Tests as predictors of achievement in the first primary year. University School District, 1970. ED 043 683

Study comparing predictive ability of PMA and MRT. Data revealed similarities and differences in the effectiveness tests in predicting performance as measured by Stanford Achievement Test. The PMA test had a slight advantage over the MRT.

Reading

Adams, A. H., Flowers, A. and Woods, E. E. Reading for survival in today's society. V. 1, Modules 1-18. Santa Monica: Goodyear Publishing Co., 1978.

Contains modules of survival reading subjects and materials that might naturally complement and supplement school curricula, such as, current events, weather reports, dictionary skills, and city, state, and national government information.

DeVries, D. L. and others. Student teams can improve basic skills: TGT applied to reading. Paper presented at the Annual Convention of American Psychological Association (Washington, D. C.: September 3-7, 1976). ED 136 130

TGT (Teams-Games-Tournament) applied to 3rd grade reading classes. TGT students learned more vocabulary and verbal analogy skills than control group.

Educational Testing Service. Basic Skills Assessment Program Specimen Kit. Mento Park: Addison-Wesley Publishing Co., 1977.

This program offers three multiple-choice tests of reading, mathematics, and writing skills and a writing sample measure. Each test can be administered in 45 minutes and content focuses on everyday life situations and problems. The tests were constructed for use in the eighth and ninth grades as part of a high school "early warning" system.

Holden, M.H. Translating higher reading skills into measurable behavior. Paper presented at Annual Meeting of American Psychological Association (San Francisco, August, 1977). ED 147 738

Deals with several sources of difficulty that must be recognized and resolved before instruction in higher reading skills can be adapted to a competency-based model.

Kirsch, I. and Guthrie, J.T. The concept and measurement of functional literacy. Reading Research Quarterly, V. 13, No. 4, 1977-78.

Review of literature relating to literacy; Concept of literacy; Some important issues; Measures and estimates of "literacy" in the U.S.; R/EAL (Reading/Everyday Activities in Life), NAEP's mini-assessment of functional literacy; Survival literacy study; Adult Performance Level, Adult Functional Reading study; Job literacy demands.

Legislative Committee of the South Carolina State Council of the International Reading Association. Convincing legislators to seek reading teachers' help in setting achievement standards. Journal of Reading, V. 22, No. 1, October, 1978.

Reviews activities of the South Carolina Council concerning competency testing, including the position paper presented to the Task Force Minimal Competency Committee.

Reading (continued)

National Assessment of Educational Progress. Functional literacy: Basic reading performance. Denver: Education Commission of the States, 1976.

Summary and highlights of an assessment of 17-year-old students in 1974 and 1975.

National Assessment of Educational Progress. Reading change 1970-1975: Summary volume. Denver: National Assessment of Educational Progress, 1978.

Summary of NAEP's study of reading for ages, 9,13,17.

National Assessment of Educational Progress. Reading in America: A perspective on two assessments. Denver: National Assessment of Educational Progress, 1976.

Results of reading assessment in areas of literal comprehension, inferential comprehension, reference skills. Includes sample items and compares mean performances of 9, 13, and 17 year olds in 1970-71 and 1974-75.

Petre, R. M. A statewide competency-based reading program in Maryland. Journal of Reading, V. 22, No. 1, October, 1978.

Describing reading program in Maryland; Lists 5 reading competencies, with behaviors, required for graduation and discusses the results of the competency-based reading approach.

Stotsky, S.L. Sentence-combing as a curricular activity: Its effect on written language development and reading comprehension. Research in the Teaching of English, V. 9, No. 1, September, 1975.

Review article tracing the interrelationship of reading, writing and language development.

Texas Education Agency. Sixth grade reading needs assessment report. Austin: Texas Education Agency, 1972.

Report on assessment of 22,000 sixth graders using criterion-referenced mathematics and reading tests.

Weiss, L. Compensatory education: Too little, too late? Paper presented at the Annual Meeting of the International Reading Association (New York City, May 13-16, 1975). ED 123 612

Secondary programs; Language experience approach found to improve reading level, self concept and academic achievement.

Writing

Louisiana State Department of Education. Louisiana minimum standards for writing, grades K-12. Baton Rouge: Louisiana State Department of Education.

Part I, Types and forms of writing (description, narration, exposition, persuasion). Part II, writing skills (handwriting, spelling, capitalization, punctuation, language structure, or organization, proofreading).

State Program

Anderson, E.N. Coping with Oregon's new competency based graduation requirements -- view from a practitioner. Paper presented at Annual Meeting of American Educational Research Association (Washington, D.C., March 31- April 4, 1975).

The paper presents background information about the new Oregon graduation requirements to identify problems faced by Oregon school districts in operationalizing new graduation requirements, and to describe the consortium approach in providing technical assistance to other school districts.

Arizona Department of Education. Suggested guidelines for the development and implementation of a continuous uniform evaluation system. Phoenix: Arizona Department of Education, 1977.

Contains a description of essential elements of a system; Typical differentiated district roles; Suggested steps for development and implementation of evaluation system.

Association of California School Administrators. The Hart Act. ACSA Special Report. Vol. 6, No. 3. ERIC article, ED 132 739

The Hart Act, recently adopted by the state of California, mandates that school districts establish mechanisms of assessing minimal competencies in secondary education before students may receive a diploma. Issues discussed include the possible de facto segregation of minorities into remedial classes and the treatment of learning handicapped students.

California Department of Education. Sample assessment exercises manual (SAEM), writing samples, direct measurement. Sacramento: California Department of Education, 1978.

Sections of the elementary and secondary SAEMs that deal with assessment of writing including writing "prompts," scoring guides, and actual writing samples.

California State Department of Education. Technical assistance guide for proficiency assessment. Sacramento: California State Department of Education, 1978.

Includes legal requirements and their effect on school districts; The meaning of assessment in California school districts; A guide for implementing a proficiency assessment program.

Clason, R.G. State minimal objectives and testing, the Michigan council's experience. Mathematics Teacher, V. 71, No. 2, February, 1978.

A description of the beginning of state assessment, the current program in Michigan, and the Michigan Council of Teachers of Mathematics role in the state program. Delineates several issues of concern to MCTM.

Deane, B. and Walker, J.A. Florida's basic skills test, and why everybody likes it. The American School Board Journal, V. 165, No. 5, May, 1978.

Discusses advantages and disadvantages of testing program and groups for and against competency testing.

Fisher, T.H. Florida's approach to competency testing. Phi Delta Kappan, V. 59, No. 9, May, 1978.

A report of the Florida testing program from the 1976 Accountability Act to the first results in 1977 written by the SDE Director of Student Assessment.

State Program (continued)

Florida Department of Curriculum Program. Minimum student performance standards for Florida schools: Writing, sample assessment items, grades 3, 5, 8, and 11. Miami, School Board of Dade County, 1978.

Student copies of skill items by standard number.

Florida Department of Education. Florida statewide assessment program: State and district report of results, 1977-78. Tallahassee: Florida Department of Education, 1978.

Annual report of student achievement data for grades 3,5,8, and 11 for the Basic Skills Tests and results for the State and districts for the eleventh grade Functional Literacy Test.

Florida Department of Education. FACIT at a glance. Tallahassee: Florida Department of Education, 1978.

Pamphlet describing the FACIT system, a learning system designed to help teachers implement and manage individualized, competency-based vocational programs. Includes a description of the six components along with competencies.

Frye, C. Tracking and Reporting School-Leaving Competencies. Northwest Regional Educational Library, 1978.

This book attempts to examine some current problems with and suggest some tangible solutions for the keeping of records which are being generated from the Minimum Competency Graduation Requirements in Oregon.

Gallagher, J.J. and Ramsbotham, A. The competency program in North Carolina. The High School Journal, V. 61, No. 7, April, 1978.

Describes need for program, essence of legislation, competencies, the spring trial, standards used for instrument choice, remediation, special issues.

Hall, M. Competency-Based Education in Oregon: An Overview. April, 1975 ERIC article, ED 104 026

A brief review of each of the policy areas affected by Oregon's move to competency-based education during 1972-1974.

Hynds, B. Student achievement the key in a good school program. South Carolina Schools, V. 29, No. 4, 1977.

Includes a report of a survey of predicted achievement conducted by the Basic Skills Task Force Committee.

Indiana Department of Public Instruction. Comprehensive assessment and program planning system (CAPPS). Indianapolis: Indiana Department of Public Instruction, 1978.

Includes a detailed description of the essential steps in a comprehensive program planning system.

Kansas State Board of Education. State Board of Education position on competency based education for Kansas schools. Topeka: Kansas State Board of Education, 1978.

Contains 8 principles to indicate the characteristics of a CBE program and a program outline.

State Program (continued)

Kennedy, R. Basic Competencies in Vermont. Mathematics Teacher. 71:702-5, Nov., 1978. Describes Vermont's competency requirements with special emphasis on the mathematics portion.

Leach, L. C. Behavioral Objectives: Language and Literature Grades K-12. Little Rock: Arkansas State Department of Education, 1970.

Contents include objectives in language, nature of language, history of language, dialect, morphology, phonology, sentence patterns, form classes, syntax, semantics, objectives in literature, children's literature, essays, short story, novel, poetry, drama, and critical approaches to literature.

Louisiana State Department of Education. Accountability: A guide for implementation. Baton Rouge: Louisiana State Department of Education, 1977.

Includes requirements, programs, procedures, target dates and report on public involvement in educational accountability.

Maine Department of Educational and Cultural Services. Maine assessment of basic skills 1978 summary and interpretive report, reading, mathematics, and writing - grades 8 and 11. Augusta: Maine Department of Educational and Cultural Services, 1978.

A report of three major areas of activity: 1) An assessment of student performance in reading, math, and writing, 2) A Benchmark Study, and 3) A Diploma Survey which gathered information on public opinion concerning competency requirements for student.

Mathis, W.J. New Jersey minimum basic skills program. Paper presented at the Annual Meeting of the National Council on Measurement in Education (April, 1977).
ED 139 118

State tests in grades 3, 6, 9, 11; Remediation; Task force responsibilities and recommendation; N.J. legislation; Statewide standards; Program guidelines; Subject councils; Articulation with higher education programs.

McLawhorn, R. E. Minimum Competency Law - Most Significant New Legislation. South Carolina General Assembly.

This paper, which describes the enactment of a minimum competency law in South Carolina, includes: Background, State Basic Skills Assessment Program, School District Duties, and Program Costs.

Michigan Department of Education. An Educational Health Check: The Michigan Educational Assessment Program. Lansing: Michigan Department of Education, 1976.

Discusses the importance of the yearly check of basic educational skills. By defining educational goals, objectives and measurements to assess basic skills, information about the educational status of individuals and groups of individuals is produced.

State Program (continued)

Michigan Department of Education. The GESTALT: Getting Educational Specialists Thinking and Acting on Learning Theories. Lansing: Michigan Department of Education.

The GESTALT is an approach that contradicts the view that learning cannot be improved in low socio-economic, racially isolated school settings (1) by instituting an instructional management system in the school, (2) by putting challenge and motivation ahead of threat, and (3) by relating good schooling practices to sound learning theory. The GESTALT is an objective approach that will facilitate non-sexist and non-racist educational standards and policy in Michigan schools. It is only one of a number of approaches to utilize at the school building level to strengthen the educational program, and it is a voluntary approach with emphasis on staff commitment.

Michigan Department of Education. A Pamphlet for Parents on the Michigan Educational Assessment Program. Lansing: Michigan Department of Education, 1978.

A leaflet for parents describing goals, objectives, minimums, and suggestions for parents about the Michigan Educational Assessment Program.

Michigan Department of Education. A Position Paper on Educational Accountability. Lansing: Michigan Department of Education, 1972.

The purpose of this position statement is to place in proper perspective the role of the State Board of Education in implementing an accountability model for delivery of educational services in Michigan. The model highlights the need for common goals of education, development of performance objectives rather than textbook completion, assessing needs, analyzing the ways in which teachers teach, and providing outside educational audits to determine if changes have indeed taken place, in addition to providing guaranteed inservice professional development.

Michigan Department of Education. The status of basic skills attainment in Michigan public schools. Lansing: Michigan Department of Education, 1978.

A report of reading, math, science, health, music, art, and social studies attainment of 4th and 7th graders. Pilot 10th grade testing in reading and math.

Michigan Department of Education. Student Performance Expectations. Lansing: Michigan Department of Education, 1974.

A booklet describing how goals are translated into measurable student performance objectives. Topics include: Student Expectancies, The Role of the Michigan Department of Education, Impact on High School Curriculum, Minimum Expectancies, Affective Domain, Career Education, Parent Concerns, and "Teaching to" the Objectives.

Missouri Department of Elementary and Secondary Education. Basic Essential Skills Test (BEST) curriculum memo supplement. Jefferson City: Missouri Department of Elementary and Secondary Education, 1977.

Policies; Objectives; Resources; Integrating objectives into the curriculum; Suggestions for assessing student performance on the locally tested BEST objectives.

State Program (continued)

Nance, W.R. How fares competency development in Oregon. Educational Leadership, V. 35, No. 2, November, 1977.

New Oregon requirements; What has happened; Positive benefits; Minimum competencies.

National Education Association. The Florida accountability program: An evaluation of its educational soundness and implementation. Washington D.C.: National Education Association, 1978.

A report of the Independent Evaluating Panel under contract to the Florida Teaching Profession - NEA and the National Education Association to evaluate the state in accountability system, particularly the Minimum Competency Testing Program.

New Mexico Department of Education. The New Mexico high school proficiency examination: student writing skills appraisal and verification, procedures manual.

Santa Fe: New Mexico Department of Education, 1978.

Procedures for administration and reporting of writing skills test.

New Mexico State Department of Education. The New Mexico high school proficiency examination field study report. Santa Fe: New Mexico State Department of Education, 1978.

Summary of test results, student preparation for adult world, use of APL, implications for school programs.

North Carolina Competency Testing Commission. A rating of competency objectives by North Carolina school personnel. Raleigh, North Carolina: Competency Testing Commission, 1978.

A rank ordering of competency objectives by teachers, principals, central office staffs and other personnel. Mean ratings also included (1, Essential; 2, Necessary; 3, Questionable; 4, Nonessential).

Ohio Department of Education. Competency handbook. Columbus: Ohio Department of Education, 1978.

A handbook in three-ring binder including following chapters: Organizing a competency program; Establishing competencies; Measuring competencies; Setting the minimums; Planning instructional alternatives; Evaluating the competency program.

Olson, T.A. Coping with the instructional dimensions of competency-based graduation requirements. Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 31-April 4, 1975).

The Oregon competency-based graduation requirements survival competencies. Deals with development questions related to the instructional dimensions of the graduation requirements, technical and process concerns and modifications of roles and responsibilities.

Oregon Department of Education. Elementary-secondary guide for Oregon schools: Part I, minimum standards. Salem: Oregon Department of Education, 1976.

Includes implementation schedule, minimum standards, and selected Oregon revised statutes and administrative rules related to minimum standards.

Oregon Department of Education. Elementary-secondary guide for Oregon schools: Part II, suggestions. Salem: Oregon Department of Education, 1976.

Includes sections on goal-based planning and instructional programs and areas of study (purpose, goals, features, resources of courses of study).

State Program (continued)

Pennsylvania Department of Education. Pennsylvania's response to public concerns about student achievement. Harrisburg: Pennsylvania Department of Education, 1978.

Contents include: What are the concerns? What has been the national response? What's Pennsylvania's response? (from statement of goals to periodic review)

Pennsylvania Department of Education. Project 81 community opinion survey.

Harrisburg: Pennsylvania Department of Education.

A rating of competency statements. Respondents are asked: (a) How important is it that adults in general be able to : (b) How important is it that students in our schools be taught to: (c) Do you recommend that in order to receive a high school diploma, a student should be able to:

Pennsylvania Department of Education. Project 81 information packet. Harrisburg: Pennsylvania Department of Education.

Information includes project newsletters; Project 81: The call for community involvement; Project 81: Re-establishing partnerships; Community survey and summary; Local competency statements.

Petre, R. M. A statewide competency-based reading program in Maryland. *Journal of Reading*, V. 22, No. 1, October, 1978.

Describing reading program in Maryland; Lists 5 reading competencies, with behaviors, required for graduation and discusses the results of the competency-based reading approach.

Rhode Island Department of Education. Schools and skills. Providence: Rhode Island Department of Education, 1976.

Three essential things students should be able to do: Comprehend, analyze, evaluate. Lists skills in these areas. Also lists objectives for secondary schools to provide intellectual freedom and safeguard human rights.

Sandifer, P. Basic skills assessment program overview. South Carolina Schools, V. 30, No. 1, January, 1979.

Discusses background, requirements of legislation, and activities of state department and Advisory Commission.

South Carolina Education Association. Improving student competencies through excellence in public education. Columbia, South Carolina: South Carolina Education Association, 1977.

A position paper. Includes discussions of nine most frequently stated propositions and recommendations, based on the discussion of these propositions.

Utah State Department of Education. Some considerations relevant to measuring functional competencies: Report prepared for Committee on Demonstrating Functional Competencies. Salt Lake City: Utah State Department of Education, 1977.

Includes sections on establishing functional competencies: Possible approaches to measurement; Technical considerations; Resources.

Virginia Department of Education. Standards of quality and objectives for public schools in Virginia, 1978-80. Richmond: Virginia Department of Education, 1978. Standards of quality enacted by the General Assembly of Virginia, 1978, and planning and management objectives adopted by the Board of Education.

State Program (continued)

Watchke, G. A. Educational Accountability: The Issue of Competency-Based Education. Wisconsin State Legislative Reference Bureau, 1977.

After brief discussion of the issues prompting concern with competency-based education and an explanation of what it is and why it is so popular, this document discusses action Wisconsin and other states have taken to implement CBE.

Zaenglein, J.G., Kies, K. and Tardibuono, J. Project 81: Reestablishing partnerships. Educational Leadership, V. 35, No. 2, November, 1977.

Lists questions and concerns of teachers, college faculties, state agency persons. Discusses process for community involvement. (Pennsylvania Project)

Teacher Education

Buebel, Steven, et. al. The Identification of Teacher Competencies. Columbia: College of Education, U.S.C., October, 1978.

The Generic Teacher Job Description and the Generic List of Teacher Competencies presented in this document were developed as a basis for constructing new teacher education courses. Other potential uses include providing guidelines for the hiring, evaluation, certification, and inservice training of teachers as well as for teacher self-evaluation.

Enos, D. F. Is CBTE cost-effective? Journal of Teacher Education, V. 27, No. 2, Summer, 1976.

Study comparing the cost and effectiveness of a C-B teacher education program with a non C-B program in the preparation of elementary teachers.

Hills, J. R. Proficiency testing: Implications for higher education. Atlanta: Southern Regional Education Board, 1977.

Includes implications; Why test? What is proficiency? Current developments; Implications for colleges; Critical issues; Avoiding harmful consequences; Related developments at pre-college levels; Implications of pre-college proficiency testing.

Holtz, G. Crystal ball literature review: Competency-based teacher education 1978-1982. Phi Delta Kappan, V. 59, No. 8, April, 1978.

A humorously written listing of future "research" of competency-based teacher education.

Pigge, F. L. Teacher competencies: Need, proficiency, and where proficiency was developed. Journal of Teacher Education, V. 29, No. 4, July, 1978.

Report of study to identify competencies needed in teaching, to analyze the reported proficiency of teachers in these competencies, and to determine where teachers received the most help -- in pre-service training, or on the job.

Pomeroy, E.C. and Estes, N. Are schools of education doing their job? Point/Counterpoint. Instructor, V. 88, No. 3, October, 1978.

Pomeroy, Executive Director of the American Association of Colleges of Teacher Education argues that teacher education is good. Dallas School Superintendent Nolan Estes says that many new graduates are ill-equipped to teach.

Teacher Education (continued)

Pottinger, P.S. Designing instruments to measure competence. Journal of Teacher Education, V. 29, No. 2, March-April, 1978.

Lists 5 needs to be met in order to develop useful, cost-effective, and valid assessment instruments.

Powell, J. V. A process of assessing beginning teacher competence. College Student Journal, V. 12, Summer, 1978.

Presents the process by which teacher competence is assessed in one of the CBTE programs at the University of Georgia. Lists eleven competencies contained in the instrument.

Reynolds, J. C., Wooton, L. R., and Gifford, C. S. Strengthening the teaching profession through supervising teacher assessment. College Student Journal, V. 12, Summer, 1978.

A description of the competency-based supervising teacher program (CBSTB) developed at the University of Georgia.

Roueche, J.E. and Snow, J.J. The teacher and college remedial programs. Today's Education, September-October, 1978.

Report of developmental college programs and suggestions for making them work.

Schwartz, S.E. Competency-based education--basic problems and a suggested solution. Education, V. 98, No. 1, Fall, 1977.

Discusses three problems: 1) Terminology confusion; 2) Incompatibility of module system; and 3) Lack of sharing among producers. Suggests reasons for and effects and offers suggestions.

Tikunoff, W.J. and Ward, B.A. Insuring reliability and validity in competency assessment. Journal of Teacher Education, V. 29, No. 2, March-April, 1978.

A multivariate assessment approach, establishing validity, reliability; Generalization.

Zais, R.S. Prospective teachers' reading scores: A cause for concern. Phi Delta Kappan, V. 59, No. 9, May, 1978.

Report of a study of freshmen secondary education students' reading ability. Although the majority scored well above average, the study concluded that a significant minority of trainees may not read well enough to perform adequately in the classroom.

Tests

California State Department of Education. Sample Assessment Exercises Manual for Proficiency Assessment, Volume I, Sample Exercises. Sacramento: California State Department of Education, 1978.

Contains sample exercises in math, writing, and reading. Sections include Using SAEM, School Context, Functional Transfer, Applied Performance, and Vocational Education.

Duckett, W. Competency based high school graduation test specimen. Bloomington, Indiana: Phi Delta Kappa.

Everyday Skills Tests: Reading. Monterey, California: CTB/McGraw-Hill, 1975.

Tests (continued)

Fowles, M. E. Manual for scoring the writing sample. Princeton, New Jersey: Educational Testing Service, 1978.

Discusses analytical and holistic scoring methods, the advantages and disadvantages; Procedures for scoring.

Lichtman, M. Reading/everyday activities in life (R/EAL). New York: Westwood Press, Inc., 1978.

Naslund, R.A., Thorpe, L.P. and Lefever, D.W. SRA Achievement Series. Chicago: Science Research Associates, 1971.

Nebraska State Department of Education. Nebraska-Assessment Battery of Essential Learning Skills (N-ABELS). Lincoln: Nebraska State Department of Education, 1977.

Senior High Assessment of Reading Performance (SHARP). Monterey, California: CTB/McGraw-Hill, 1978.

SRA assessment survey achievement series. Chicago: Science Research Associates, 1975.

Survey Test of Applied Reading Skills. Dallas: Dallas Independent School District, 1978.

The purpose of this test is to indicate the student's proficiency in using printed materials for gaining needed information. The test measures the following basic reading/thinking/study skills: (1) Literal, inferential, and applied comprehension of textbook selections and vocabulary in context in four content areas (science, social studies, literature and mathematics); (2) Life skills objectives; (3) Study skills related to using textbooks and library reference tools; and (4) Common prefixes and suffixes. Test, Answer Sheets, and Progress Forms are included.

Test of basic competencies. St. Louis, Missouri: Evaluative Research Associates, Inc., 1978.

Test of Essential Writing Skills: Placement Test 1-8. Dallas: Dallas Independent School District, 1978.

This test quickly determines the student's present performance level in writing. Eight levels are provided and testing should begin one level below the student's instructional reading level. Areas tested include spelling, capitalization and punctuation, alphabetizing, grouping, sentences, and creative writing.

Test of Everyday writing skills. Monterey, California: CTB/McGraw Hill, 1978.

Test of Performance in Computational Skills (TOPICS). Monterey, California: CTB/McGraw-Hill, 1978.

The University of Texas at Austin Adult Performance Level Program. Iowa City, Iowa: The American College Testing Program.

The University of Texas at Austin High School APL Survey. Iowa City, Iowa: The American College Testing Program.

The University of Texas at Austin Adult APL Specimen Set. Published by The American College Testing Program, Iowa City, Iowa.

Tests (continued)

A Writer's Skills. Basic Skills Assessment Program. Educational Testing Service, 1977.
A writing test: spelling, punctuation, usage, sentence structure and sentence relationships.

Math

Smith, W. D. Minimal competencies: A position paper. Arithmetic Teacher, V. 26, No. 3, November, 1978.
Discusses: What are the minimal mathematical skills? Minimum competency when? How should competencies be measured? Recommendations.

Testing

Anderson, L.W. Should students fail? The University of South Carolina Education Report, V. 19, No. 1, October, 1976.
Cites difference between failing and failure and ways schools can help eliminate both. Schools must remain aware of dual responsibility to teach and to certify.

Annotated bibliography on applied performance testing. Clearinghouse for Applied Performance Testing, Northwest Regional Educational Laboratory, February, 1978.

Barbe, W. B., Allen, H. L. and Thorton, W. C. Reading Skills Competency Tests, Second Level. West Nyack, New York: The Center for Applied Research in Education, Inc., 1979.

A tool designed to provide classroom teachers, reading specialists, Title I teachers and others an inventory of those reading skills mastered and those which need to be taught. Areas covered include vocabulary, word analysis, comprehension, and oral and silent reading.

Brady, E.H. To test or not to test. American Educator, V. 1, No. 1, Winter, 1977.
What teachers can do when dealing with standardized tests; What these tests are; Criticisms of tests; Selection and scoring of tests; Keeping a balanced curriculum; Alternative modes of evaluation.

Brennan, R.L. Some applications of generalizability theory to the dependability of domain-referenced tests. Paper presented at the First Annual Johns Hopkins Symposium on Educational Research, October, 1978.
Review of approach; Suggestions for future research; Guidelines for practitioners.

Diederich, Paul B. Measuring Growth in English. Urbana: National Council of Teachers of English, 1974.
Chapters include: Factors in Judgments of Writing Ability, The Effect of Bias, Measuring Improvement in Writing, Personal vs Staff Grading, Standard Scores for Test Essays, Computing the Reliability of Essay Grades, Computing the Reliability of Objective Tests, Design for an Examination in English Language Arts, and Initiating Staff Grading of Test Essays.

Education Commission of the States. Guide for an Assessment of Basic Life Skills. National Center for Education Statistics, May, 1977. ERIC article, ED 139 819
Basic life skill items developed by the National Assessment of Educational Progress (NAEP) to measure the achievement of 11-year-olds in the following areas are presented: (1) personal finance and consumer protection skills; (2) health maintenance skills (3) interpersonal skills; (4) family responsibility skills; and (5) career development skills.

Testing (continued)

- Fremer, J. In response to Gene Glass. Phi Delta Kappan, V. 59, No. 9, May, 1978.
Pro-standard establishment; Change or progress not enough; Defends ETS testing program.
- Glass, G.V. Matthew Arnold and minimal competence. The Educational Forum, January, 1978.
Recounts the British Payment by Results educational plan that was overturned after twenty years in the nineteenth century. Author regards the idea of minimal competency testing as "bad psychology, bad measurement, and a misguided philosophy of education."
- Glass, G.V. Minimum competence and incompetence in Florida. Phi Delta Kappan, V. 59, No. 9, May, 1978.
Author's position statement about Florida's testing program; States that the test items have never been validated as measures of "survival skills" and the pass/fail standards were set mindlessly and capriciously; Advocates looking at change rather than arbitrarily set cut-off scores.
- Glass, G.V. Standards and criteria. Kalamazoo, Michigan: Western Michigan University, December, 1977.
Discusses: "standards" in common parlance; The evolution of "criterion-referenced testing"; Methods of determining the criterion; Living without "standards"
- Impara, J.C. Valid and invalid uses of statewide assessment. Educational Technology, V. 18, No. 9, September, 1978.
Assessment may be used for fiscal and instructional planning and raising new questions. Invalid uses are school by school comparisons, allocating state support to districts, and establishing statewide curriculum. Also discusses valid and invalid uses at the local level.
- Lindeman, R.H. and Merenda, P.F. Educational measurement. Glenview, Illinois: Scott, Foresman and Co., 1979.
Includes chapters on: Nature and scope; Basic statistics; Judging quality of instrument; Construction and analysis of classroom tests; Other measures; Pupil evaluation; Marking and reporting.
- Millman, J. Determining Test Length. Los Angeles, California: Instructional Objectives Exchange, 1972.
Prepared for those constructing objectives-based tests. Tables provided for determining the number of test items needed and the number of students to be tested.
- Millman, J. Hang the hang-ups about test making. Paper presented at the First Annual Johns Hopkins University National Symposium on Educational Research (Washington, D.C., October, 27, 1978).
Discusses hang-ups about testing by computer; Reviews testing by computer; Three directions for future research; Argues for additional routinization of C-R test development.
- Nafziger, D. H., Thompson, R. B, Hiscox, M. D. and Owen, T. R. Tests of functional adult literacy: An evaluation of currently available instruments. Portland: Northwest Regional Educational Laboratory, 1976.
Contains sections on: Problems in defining and measuring functional literacy; Test identification; Evaluative criteria; Test reviews; C-R functional literacy tests; Informal tests; Test evaluations.

Testing (continued)

Nathan J. and Jennings, W. Educational bait-and-switch. Phi Delta Kappan, V. 59, No. 9, May, 1978.

Authors feel paper and pencil tests poor substitute for performance of life's tasks; Discuss six myths in the field of competency testing; Suggestions for developing programs.

National Assessment of Educational Progress. Assessment of Basic Life Skills (Guide, Results Manual, Assessment packages). Denver: National Assessment of Educational Progress, 1977.

Assesses personal finance and consumer protection skills, health, interpersonal, family, career, citizenship and community resource skills.

National Association of Secondary School Principals. Guidelines for improving SAT scores. Reston, Virginia: National Association of Secondary School Principals, 1978.

Survey report of factors leading to improved or stable scores; Guidelines for English, math, ability grouping, counselling, special preparation, students and parents, professional staff.

Popham, W. J. A lasso for runaway test items. Presentation at the First Annual Johns Hopkins National Symposium on Educational Research, October, 1978.

Argues that we need creativity in the development of descriptive schemes of rules for item writers but not in the writing of items. Truly constraining test specifications must be devised to guard against incongruent test items. Discusses ways to prepare these test specifications.

Sieben, J.K. Competency-based education: Promise and danger. Paper presented at Conference on College Composition and Communication (Kansas City, Missouri, March 31-April 2, 1977). ED 147 821

Discusses how behavioral objectives can relate advantageously to the teaching of English. Includes several examples of evaluation processes.

Skager, Rodney, W. The great criterion-referenced test myth. Los Angeles: UCLA Graduate School of Education, Center for the Study of Evaluation, 1978.

Author states that it is only the interpretation of tests that can be criterion- or norm-referenced. Tests can be described in terms of their functions, the ways in which their content domains are specified and the ways in which they can be interpreted.